

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Section # 12, Spring 2016

Course and Contact Information

Instructor:	Roohi Vora
Office Location:	Faculty Offices Building 118
Telephone:	408 924-4428
Email:	Roohi.Vora@sjsu.edu
Office Hours:	Tu/Th 12:00 –1:00 PM or by appointment
Class Days/Time:	Tu/Th 10:30 –11:45 AM
Classroom:	BBC 124
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
GE/SJSU Studies Category:	GE C2 Humanities—Letters

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions may be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

ENGL 1B Course Description

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, students will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. Students will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

ENGL 1-B Section Description

English 1B is designed to help students extend their writing skills through promoting critical thought, developing analytical skills, and working on the construction and support of an argument. We will achieve these ends through examining the central question of human rights as they are defined and violated in various cultures of the world. How can we show personal and social responsibility to end these problems? How can we live with each other and the world? How can we have a sense of belonging to a world community? Students will explore these and other questions relating to universality of human rights, humanitarian assistance, religious pluralism, gender equity, preservation of cultural identity, and other relevant concerns in the world today. This course will offer them an opportunity to write arguments based on real issues with the idea that we as Americans are not only aware and engaged, but can also contribute to the betterment of our world by becoming global citizens.

ENGL 1B Learning Outcomes (CLO)

Upon successful completion of the course, students will bring into their personal and professional life the abilities needed to participate in social and cultural communities:

1. reading literature and related texts purposefully to establish contexts for analysis.
2. reading texts rhetorically, taking into account a writer's purpose, audience, and context.
3. using critical thinking skills—such as synthesis, interpretation, response, and evaluation—to write essays that integrate ideas with those from appropriate primary and secondary sources.
4. integrating and documenting quotations, summaries, and paraphrases.
5. identifying and using strategies for drafting, revising, collaborating, and editing essays.
6. controlling syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.

GE C2 Course Description

ENGL 1B fulfills general education area C2 Letters. Courses in Letters give students knowledge and understanding of significant works of the human intellect and imagination. Students will examine the interaction of analytical and creative processes in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. Courses will enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional life.

GE C2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1B also measures the learning goals of GE Area C2, Upon successful completion of the course, students will be able to

1. recognize how significant works illuminate enduring human concerns;
2. respond to such works by writing both research-based critical analyses and personal responses;
3. write clearly and effectively.

ENGL 1B Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays.

You will receive frequent evaluations of your writing from the instructor. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge student success as well as note problems and suggest ways to improve.

Reading: English 1-B is a reading intensive course, and there will be essays assigned on a daily basis. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary

materials will be ready to help situate the historical and cultural contexts in which the primary texts were created. Readings will also include useful models of writing for academic, general, and specific audiences.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.

Research: ENGL 1B will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Oral Communication: Students will also complete oral communication assignments. These assignments may include individual presentations, group presentations, group, team, or dyadic discussions, debates or similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

Required Texts/Readings

Rohatgi, Avantika. *Global Rights and Perceptions: Call to Awareness and Action* (GR&P) (Second Edition – 2016)

ISBN 978-1-63487-356-7 (pbk) 978-1-63487-357-4 (br)

Lunsford. *Everyday Writer with Exercises*, Fifth Ed. (EW). ISBN 978-1457667121

Behrens, Laurence and Leonard J. Rosen. *A Sequence for Academic Writing*, Sixth Ed. (SAW). ISBN 9780321906816

Hosseini, Khaled. *A Thousand Splendid Suns*, Riverhead Books (TSS) (Fiction)

Wiesenthal, Simon. *The Sunflower*, Schocken (Non-Fiction)

Notebook for lecture notes and in-class work

College-level Dictionary like OED

Large Yellow Books for in-class essays and final exam.

Recommended: College-level Thesaurus

Note: The text books can be purchased at Spartan bookstore. Please bring *Global Rights and Perceptions*, *Everyday Writer*, and your notebook to class every day.

Library Liaison

ENGL 1B requires students to conduct library research. Toby Matoush is the library liaison who can assist students for ENGL 1B. Phone: 408 809-2096; Email: toby.matoush@sjsu.edu

ENGL 1B Section-Specific Requirements

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments and Grading Policy

Course Content

Reading Assignments: English 1-B is a reading intensive course, and there will be essays assigned on a daily basis. In addition, we will read one longer work of fiction - Khaled Hosseini's novel, *A Thousand Splendid Suns* and one longer work of non-fiction - Simon Wiesenthal's *The Sunflower*. All reading must be completed by the beginning of each class period. Our class discussions, quizzes, and essay prompts will relate to the assigned selections, and the readings provide excellent examples of argumentative and persuasive writing. In addition, you must make daily reader response entries which you will turn in on a regular basis (as noted on the schedule). Remember: The more you read, the better you will write.

Writing Assignments: You will do a significant amount of writing in this course. Every class period will involve a written component. The various assignments will give you practice in all phases of the writing process: prewriting, organizing, revising, and editing. There are six required essays; three in-class (including an ungraded diagnostic), two out-of-class, and one out-of-class argumentative research paper. **YOU MUST COMPLETE ALL 6 ESSAYS IN ORDER TO PASS THE COURSE!** This minimum requirement excludes the final examination, in-class writing, quizzes, and any brief or informal assignments which will be done in class as needed. Out-of-class essays must be typed, double spaced and in 12-point font. They must also be in accordance with MLA citation guidelines (we will have a class discussion on the MLA format; additional information can be found in *Everyday Writer*). Out-of-class essays will have specified minimum page requirements that will be listed on the prompt sheets. Essays are due at the beginning of class, in class, on their due dates. Late papers will drop a grade for each day they are late and will be accepted only up to one week after the due date. After one week, I will no longer accept the essay. In-class essays may not be made up unless you make arrangements with me beforehand and only if the absence is unavoidable. In-class essays that have to be made-up will incur the same late penalties as out-of-class essays.

The research essay and its contents are worth 30% of your class grade; keep in mind that this paper is worth more than the final exam. From the day that you receive the assignment to the final essay due date, you will have a considerable amount of time to research and write – I expect your best work! There will be various due dates before the final draft. The following assignments are components of your research paper grade: instructional library session, including the info-power tutorial, a tentative thesis statement, the final thesis and a rough draft of your introductory paragraph, an outline, an annotated bibliography demonstrating your source research, and a rough draft of the complete essay for our workshop and revision. These assignments prior to the final draft comprise 20% of your final research paper grade; if you neglect to turn in these related assignments, your grade will be lowered significantly.

Workshops: Workshops are an important component of the writing process; they give you the opportunity to get valuable feedback from your peers. Some of the essays will be “work shopped” in class on the days indicated on the schedule. In order to receive full credit on the final version of your essay you will need to bring 2 copies of your revised rough draft to class on those days. You must turn in all workshop materials with the final copy of the essay. If you miss a workshop, your essay will be graded down one half letter grade.

Reading Responses and other Homework: Reading for the course shall be extensive and intensive and include useful models of writing for academic, general, and specific audiences as mentioned earlier. Homework is essential, and the more effort you put into it, the better you will do overall in the course. It will be assigned every day the class meets in the form of readings, written responses to the readings (I will explain how to do these on the first day of class), and grammar exercises from *Everyday Writer*. Reader responses are essentially journal entries in which you record thoughts, opinions, questions, and personal reactions. Each response should be dated, and it should be at least one substantial paragraph (aim for a minimum of ½ page of typed, double-spaced writing for each entry). You must interact with the author’s ideas, analyze them, and share your own thoughts, feelings, and experiences. Do not simply summarize plot – show some in-depth thought and interaction with the text. Reader responses will be graded on their quality of content though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. These responses can be either typed or handwritten, but please keep in mind that if hand written, the responses should be as legible and neat as possible. Homework and rough drafts of essays will not be accepted late. If you miss homework assignments, your final essay will be marked down half a grade. So, make sure you keep up with your work and come to class prepared!!

Final Exam: Section 12 – Wednesday, May 18 from 9:45- 12:00. You must take this exam in order to pass the course. (This exam will be held in your regular classroom). Yellow final exam booklets (at least two), pens, and a dictionary are required for the exam.

Grading:

In-class essays (2 at 5% each + C/NC Diagnostic)	10%
Out-of-class essays (2 at 10% each) including revision	20%
Research paper and its components including revision	30%
Oral presentation and film review	10%
Final exam	10%
Homework /Reader Responses	10%
Class Participation (discussions, in-class writing, quizzes, etc.)	10%

English I – B is graded on a system of A, B, C, D or F. Students will be awarded letter grades for the essays and research paper assigned above. Letter grade on the final draft of the research paper and works cited page will comprise 10% of the 30% total, and the letter grade on its components (library research including info power tutorial, thesis statement, outline and annotated bibliography, workshop worksheets, revised rough draft, individual conference, and abstract presentation) will comprise 20% of the 30% total allotted to the research paper. Each grade will be worth points and will constitute a certain percentage of the total grade (as given above in the breakdown). The final grade for the course will be calculated out of a total of 100%. The point range for each letter grade is as follows: A 93 or above; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69 D 63-66; D- 60-62; F 59 or lower. For homework and class participation, students will receive a point each time they turn in homework and participate in class activity for the day. 10% of that will be calculated on the basis of the points received by each student out of the total due. The final exam will constitute

10% of the total course grade. In English department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well – organized paragraphs.

Student conferences: I will schedule student conferences for the research paper before it is due. You will be required to make a fifteen minute appointment with me during the specified days.

Office Hours: I hope that you will also utilize my office hours during the semester. I am here to help you in any way that I can. Whether you need individual tutoring, want to talk about an assigned reading or essay, or have grade concerns, please stop by and visit. You are also welcome to make an appointment to see me (other than my office hours) at any other time during the semester.

Written Assignments: In-class analytical essays as well as out-of-class Critique and Comparative Critique essays. Research paper writing assignments including revision.

Oral Presentation: Group presentations and individual Ad Analysis presentation utilizing Aristotle’s rhetoric. Oral presentation on Research paper.

Reading: Readings will be assigned daily from the textbook *Global Rights and Perceptions*. Each chapter in this text book highlights global perspectives on varied grave issues concerning human rights, especially those denied to women in developing countries. This text seeks to help students develop stronger critical reading and writing skills by becoming more expansive thinkers and developing a global sense of citizenship. Other readings include *A Thousand Splendid Suns*, a novel of enormous contemporary relevance, and *The Sunflower*, a thought provoking non-fictional book that will challenge the students to define their beliefs about justice, compassion, and human responsibility.

Assignment Word Count and Learning Goals

	Word Count	GELO	CLO
In class essays # 1 Diagnostic (ungraded)	600	3	1,2,3,4,6
Out-of-class essay #2	1000	1,2,3	1,2,3,4,5,6
Out-of-class essay #3	1200	1,2,3	1,2,3,4,5,6
In-class essays #4 & 5 @ 600 words each	1200	3	1,2,3,4,5,6
Ad Analysis	300	1,2,3	2,3,6
Film Summary and Analysis	300	1,2,3	2,3,6
Research paper (essay #6)	2000	1,2,3	1,2,3,4,5,6

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

Total point value for the course is 1000. At the end of the semester, your overall course grade will be calculated as follows:

Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

This course must be passed with a C or better as a CSU graduation requirement.

Classroom Protocols: Class Attendance and Participation

You are expected to attend all class sessions on time and participate enthusiastically in class discussions to get full credit for class participation. In addition, class participation does not simply mean that you are physically present in class and contribute to class discussion. You must have all class materials, actively listen to your peers, and take notes as necessary. All in-class writing (short paragraphs, quizzes, grammar exercises) will be collected and count towards your participation grade. I will occasionally give pop quizzes on the assigned readings, and you will be notified of grammar and other quizzes in advance. In-class activities may not be made up. Missing class, therefore, will no doubt affect your final grade in the course.

Please note: As a courtesy to others attend every class meeting on time and do not leave during class. If you expect that you will be late, absent, or unprepared once in a while, this is not the class for you. Switch off all cell phones and pagers during class period; you will lose all participation points for the day if I see or hear your cell phone (this especially includes under the desk/table text messaging – I do see you)! Please do not interfere with other students’ learning by talking, etc. Food is not allowed in the class room; however, covered drinks are acceptable.

Do not schedule appointments that conflict with class meeting. If you must be absent from class due to an emergency, be sure to get the missed information and/ or assignment from a classmate. For this purpose obtain names and phone numbers and/ or email addresses of at least three of your classmates.

Classmate # 1 Name/Phone/Email: _____

Classmate # 2 Name/Phone/Email: _____

Classmate # 3 Name/Phone/Email: _____

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated

material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory,

alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 1-B, Section 12, Spring 2016, Course Schedule

(Subject to change with fair notice)

Reading assignments must be **completed** by the day they are listed! Bring all homework assignments to class on the date they are due.

GR&P = *Global Rights and Perceptions*; EW=*Everyday Writer*

SAW = *Sequence for Academic Writing*

Table 1 Course Schedule

Date	Topics, Readings, Assignments, Deadlines
Thursday, January 28	<ul style="list-style-type: none"> ▪ Class: Introduction and syllabus review ▪ Homework: Bring Yellow Books, pens, and your dictionary for in-class essay Tuesday
Tuesday, February 2	<ul style="list-style-type: none"> ▪ Class: Diagnostic Essay I, in-class ▪ Homework: “Little Red Cap” assignment. Handout: “Selection, Slanting, and Charged language” Handout: “Forms of Academic Writing.” Read Chapter 1: “Summary, Paraphrase, and Quotation” (SAW 2-53). ▪ Read Chapter 2: Expectations for College Writing b, c (EW 14-17)
Thursday, February 4	<ul style="list-style-type: none"> ▪ Class: “Little Red Cap” group discussion. ▪ Homework: Read Franck’s “Are Human Rights Universal?” (GR&P 1-12) 1 page response; Madeleine Green’s “Why Does Global Citizenship Matter?” ▪ Exercises 27.1, 27.2 (EW 301-302)
Tuesday, February 9	<ul style="list-style-type: none"> ▪ Class: Discuss Franck, Green, Fallacies (handout) ▪ Homework: Read Grubb and Billiot’s “Women Sportscasters” (GR&P 13-22); Day’s “It’s Time for the Global Village to Stand Up for Our Children” (73-76); Winterson, et al’s “The Meaning of the F-word” (29-38); 1 page response to any one reading ▪ Exercise 28.1, 29.1(EW 305 and 310)
Thursday, February 11	<ul style="list-style-type: none"> ▪ Class: Discuss readings; Assign Essay 2 (Out-of-Class Critique 1000 words) due March 1 ▪ Homework: Read Khan’s “The Marriage Business” (GR&P 39-46); Spremich’s “Acid Attacks” (GR&P 139-148); Chapter 49

Date	Topics, Readings, Assignments, Deadlines
	<p>“The Basics of MLA Style” (EW 457 – 462); Chapter 52 “A Student Research Essay” (EW 501). Read Chapter 2: “Critical Reading and Critique” (SAW 54-83)</p> <ul style="list-style-type: none"> ▪ Exercise 31.7 (EW 328)
Tuesday, February 16	<ul style="list-style-type: none"> ▪ Class: Discuss MLA documentation, Critical Reading and Critique; Linda Hogan’s “Heritage” (Handout) ▪ Homework: Read <i>A Thousand Splendid Suns</i> Part 1; 1 page response
Thursday, February 18	<ul style="list-style-type: none"> ▪ Class: Discuss <i>A Thousand Splendid Suns</i> part 1 ▪ Homework: Read <i>A Thousand Splendid Suns</i> Part 2; 1 page response; Read “The Toulmin Model of Argument” (handout)
Tuesday, February 23	<ul style="list-style-type: none"> ▪ Class: Discuss <i>A Thousand Splendid Suns</i> part 2; Essay 6 (Out-of- Class Research paper) assigned (2000 words) ▪ Homework: Read <i>A Thousand Splendid Suns</i> Part 3; 1 page response
Thursday, February 25	<ul style="list-style-type: none"> ▪ Class: Discuss <i>A Thousand Splendid Suns</i> Part 3 ▪ Homework: Read <i>A Thousand Splendid Suns</i> Part 4; prepare for discussion and quiz
Tuesday, March 1	<ul style="list-style-type: none"> ▪ Class: Discussion and Quiz on <i>A Thousand Splendid Suns</i>; Essay 2 due (Out-of-Class Critique) ▪ Homework: Complete the SJSU InfoPower Tutorial (all 3 modules); Work on Research paper Thesis Statement ▪ Read Chapter 5: Rhetorical Situations b, c, d , e (EW 48-55) and Chapter 7: Planning and Drafting a, b, c, d, e (EW 66-76)
Thursday, March 3	<ul style="list-style-type: none"> ▪ Class: Tentative Library Day; InfoPower Tutorials DUE; Tentative Research Paper Thesis Statement DUE ▪ Homework: Masci’s “Human Trafficking and Slavery” (GR&P 81-114); Ewart’s “Kidneys To Go: Dis-Ordering the Body in a Pretty Dirty Economy”(GR&P 133-138) 1 page response to any one reading ▪ Read Chapter 13: Analyzing Arguments a, b, c, d (EW 143-150)
Tuesday, March 8	<ul style="list-style-type: none"> ▪ Class: Discuss Readings; Assign Essay 3 (Out-of-class Comparative Analysis) (1200 words) ▪ Homework: Carr’s “Is Google Making Us Stupid?” (GR&P 53-62); Facultad’s “Are we Ready for the World’s First Robot

Date	Topics, Readings, Assignments, Deadlines
	Chauffeurs” (GR&P 63-68) 1 page response to any one reading. Read Chapter 5: “Analysis” (SAW 170-200) <ul style="list-style-type: none"> ▪ Chapter 13 d, e (EW)
Thursday, March 10	<ul style="list-style-type: none"> ▪ Class: Discuss Readings; Comparison and Contrast; Analysis ▪ Homework: On Tuesday, March 15, bring to class draft of out-of-class Essay 3 (Comparative Analysis) for workshop; 2 copies ▪ Chapter 14: Constructing Arguments (EW 161-184)
Tuesday, March 15	<ul style="list-style-type: none"> ▪ Class: Workshop Essay 3. Final draft of Essay 3 (Comparative Analysis) due on Tuesday, March 19 ▪ Homework: Read <i>The Sunflower</i> part 1; Handout: Stephen L. Carter’s “Insufficiency of Honesty”
Thursday, March 17	<ul style="list-style-type: none"> ▪ Class: Discussion on <i>The Sunflower</i> part 1; In-class writing ▪ Homework: Read <i>The Sunflower</i> part 2; Prepare for in-class large group discussion with a brief presentation (1 page)
Tuesday, March 19	<ul style="list-style-type: none"> ▪ Class: Large group Discussion on <i>The Sunflower</i> along with brief student presentations; Essay 3 (Out-of-Class Comparative Analysis) due ▪ Homework: Bring Yellow Books, notes, and a pen for in-class essay Thursday Work on Research Paper Outline and Annotated bibliography due Thursday, March 21 Chapter 15 (EW 187-202)
Thursday, March 21	<ul style="list-style-type: none"> ▪ Class: Research Paper Outline and Annotated Bibliography DUE; Essay 4, in-class; 600 words) ▪ Homework: Read Hunt’s “Don’t Fear the Pirates” (GR&P 47 – 52); Weiss’ “Cyberbullying:”Who’s to Blame and what can be Done” (GR&P 167-176)1 page response to the readings ▪ Exercises 37.1 and 38.1 (EW 390 and 394)
Tuesday and Thursday, March 28 & 31	<ul style="list-style-type: none"> ▪ Spring Break ▪ No class
Tuesday, April 5	<ul style="list-style-type: none"> ▪ Class: Discussion; in – class writing practice ▪ Homework: Read Lam’s “When Did Immigrants Become the Enemy” (GR&P 69-72); Goddard’s “A Case for Empathy” (GR&P 177-179); Campbell’s “Blood Diamonds Are Back” (GR&P 77-80) ▪ Exercises 39.1, 39.2 (EW 401-402)

Date	Topics, Readings, Assignments, Deadlines
Thursday, April 7	<ul style="list-style-type: none"> ▪ Class: Discuss readings ▪ Homework: Read Kilbourne’s “Beauty... and the Beast of Advertising (GR&P 23-28); Handout: “Ethos, Pathos, and Logos: Modes of Persuasion;” Ad Analysis Assigned; Ad Analysis presentations on April 19 and 21
Tuesday, April 12	<ul style="list-style-type: none"> ▪ Class: Discuss readings. Film viewing. ▪ Homework: Handout: “Guidelines for writing film response papers” Film response due Tuesday, April 26 Ad Analysis presentations on April 19 and 21
Thursday, April 14	<ul style="list-style-type: none"> ▪ Class: Film viewing
Tuesday, April 19	<ul style="list-style-type: none"> ▪ Class: Ad Analysis presentations ▪ Homework: Take home sample essay for final exam preparation
Thursday, April 21	<ul style="list-style-type: none"> ▪ Class: Ad Analysis Presentation continued. Final exam discussion and preparation ▪ Homework: Bring a yellow book, dictionary, and pens for in-class essay 5 on Tuesday
Tuesday, April 26	<ul style="list-style-type: none"> ▪ Class: Film response due; Essay 5 (in-class; 600 words) ▪ Homework: Bring Rough draft of Research paper at appointed time for in-class conference. ▪ Read Chapter 50 and 51 (EW 463-500)
Thursday, April 28	<ul style="list-style-type: none"> ▪ Class: In-class conferences on Research Paper ▪ Homework: Bring Rough draft of Research Paper at appointed time for in-class conference
Tuesday, May 3	<ul style="list-style-type: none"> ▪ Class: In-class conferences on Research Paper ▪ Homework: Bring 2 copies of a complete Rough draft of essay 6 (Research Paper) for Workshop on Thursday, May 5
Thursday, May 5	<ul style="list-style-type: none"> ▪ Class: Essay 6 Workshop (Out-of-class Research Paper) ▪ Essay 6 (Research Paper) due on Tuesday, May 10. Be Prepared to deliver a brief 3-5 minute Research Paper presentation on one of the assigned dates – May 10 or May 12
Tuesday, May 10	<ul style="list-style-type: none"> ▪ Class: Essay 6 (Out-of-class Research paper) DUE; Brief in-class Research presentation (Abstract)
Thursday, May 12	<ul style="list-style-type: none"> ▪ Class: Brief in-class Research presentation (Abstract).

Date	Topics, Readings, Assignments, Deadlines
Wednesday, May 18	▪ Final exam: Section 12 from 9:45 – 12:00